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AUTHOR Simmons, Kenneth L.
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ABSTRACT

One of 33 self-paced instructional modules for training industry services leaders to provide guidance in the performance of manpower services by public agencies to new and expanding private industry, this module contains three sequential learning activities on developing an industry services brochure. (Three related modules, also dealing with tasks required for establishing contacts and relationships, focus on speaking to industrial and community groups, identifying functions of agencies involved in industry services, and writing news articles.) The first learning activity is designed to provide the learner with the needed background information, the second to give opportunity to apply that information in a practice situation, and the final check-out activity allows him to develop a brochure in a real work situation where he is employed or when serving as an intern learner. A learner self-test is included for help in determining when each objective is accomplished, and a performance checklist is appended for use by the learner and instructor-supervisor to assess progress. A sample brochure is also appended. (JT)

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MODULE NUMBER II-D

DEVELOPING A BROCHURE ON INDUSTRY SERVICES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SELF-PACED INSTRUCTIONAL MODULE

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Prepared by:
Kenneth L. Simmons

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Research and Curriculum Unit for Vocational-Technical Education
College of Education
Mississippi State University
Mississippi State, Mississippi

Direct inquiries to the:

Research and Curriculum Unit
for
Vocational-Technical Education
College of Education
Drawer DX
Mississippi State, Mississippi 39762
Phone - (601) 325-2510

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INSTRUCTIONAL PROCEDURE

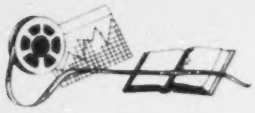
This module contains two sequential learning activities and a final check-out activity. A brief overview precedes each learning activity and the final check-out activity. Each learning activity and the final check-out activity provide learning experiences to help you accomplish the objectives. Feedback devices (learner self-test and performance checklist) are provided to help you determine when each objective has been accomplished. A sample brochure is presented to guide you in developing your own brochure.

The first learning activity is designed to provide you with the needed background **information**. The second learning activity is designed to give you an opportunity to apply that information in a **practice** situation. The **Check-Out Activity** is the final learning activity. It is designed to allow you to develop a brochure in a real work situation, such as when you are employed or when you are serving as an intern learner. The **Performance Checklist** (Appendix A) is used by the learner and the instructor/supervisor to assess progress. The checklist is applicable for both practice performance and performance in the real work situation.

After reading the **Objectives** and the **Introduction** on pages 2 and 3, you should be able to determine how much of this module you will need to complete before the **Check-Out Activity**.

* If you already have the necessary **background information** required for developing brochures, you may not need to complete **Learning Activity I**, p. 4.
* If you already have had **practice** in developing brochures, you may not need to complete **Learning Activity II**, p. 17.
* Instead, with the approval of your instructor or supervisor, you may choose to proceed directly to the **Check-Out Activity**, p. 18, and attempt to develop a brochure when you have access to a **real work situation.**

Your instructor or supervisor may be contacted if you have any difficulty with directions, or in assessing your progress at any time.



SUPPLEMENTARY TEACHING/LEARNING AIDS

An effort has been made to make this module as self-contained as possible. The information contained in the module should be sufficient to develop "entry-level" knowledge and skills. However, much more has been written on this topic. The advanced learner may wish to attain higher levels of knowledge and skills.

A list of resources which supplement those contained within the module follows. Check with your instructor or supervisor (1) to determine the availability and the location of these resources, and (2) to get assistance in setting up additional learning activities.

Learning Activity I

* McCloskey, Gordon. **Education and Public Understanding** New York, New York 10016: Harper and Row, Inc., 49 East 33rd Street, 1967, pp. 159-181.

* Orr, Kenneth. **Printing Layout and Design**. Albany, New York: Delmar Publishers, Inc., 1968, pp. 189-194.

Learning Activity II

* Sample brochures from your instructor or supervisor

Check-Out Activity

* State coordinator for industrial training

* Local training institution personnel who have been involved with the industry services program

OBJECTIVES

I. After completing the required reading, take the learner self-test to demonstrate that you have attained the knowledge of developing a brochure for an industry services program. You should complete all items correctly. **(Learning Activity I)**

II. After analyzing the performance instructions, complete all the designated experiences in developing a brochure in a practice situation. Your work must conform to the checklist provided in the Appendix. **(Learning Activity II)**

III. In an actual work situation, develop a brochure for your industry services program. Satisfactory performance will be realized when all items on the performance checklist (Appendix A) are rated "yes." **(Check-Out Activity)**

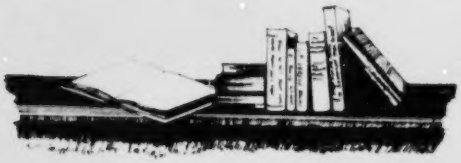
DEVELOPING A BROCHURE ON INDUSTRY SERVICES

INTRODUCTION

A brochure is a written leaflet, folder, or booklet designed to communicate ideas to different audiences or individuals. It may be illustrated with pictures, drawings, graphs, or charts.

To be effective as a communicative device, brochures should be designed so they are attractive, interesting, and easy to comprehend. They must convey the intended message quickly, and provoke a lasting impression.

In developing a brochure on industry services, you will be confronted with the tasks of writing the narrative and arranging any pictures and illustrations on the page. Basic knowledge in advertising and printing processes is helpful. This module is designed to assist you in developing a brochure to acquaint industries and the community with the industry services program.



LEARNING ACTIVITY I: INFORMATION

You should study the information presented on the following pages. You may wish to read supplementary information from advertising and business communication books. After reading these materials, you will demonstrate knowledge of developing a brochure by completing the **Learner Self-Test**. You will be evaluating your knowledge by comparing your self-test answers with the **Answers to Self-Test**.

I. TERMS UNIQUE TO MODULE

A. **Caption**. Synonymous with "heading" or "title."

B. **Copy**. The written contents to be used in brochures.

C. **Emphasis**. Giving more expression to a single element or idea.

D. **Formal balance**. The use of equal weight and spacing on either side of type, as an illustration, to create balance.

E. **Headline**. A written statement, usually in larger type, which introduces or categorizes information.

F. **Illustration**. A photograph, drawing, chart, or graph used to make an idea clear.

G. **Informal balance**. Unequal weights given to items, but in a manner to create balance.

H. **Layout**. Arrangement of the written and illustrated contents on a page.

I. **Logotype**. A trademark or symbol identifying the agency/advertiser.

J. **Message**. Ideas, facts, and figures included in a brochure.

K. **Motion**. Involves the principles of eye movement over the printed page.

L. **Text**. The body of the written copy.

M. **Unity**. All parts of a message working together.

II. EXAMPLES OF BROCHURE OBJECTIVES

A. **To create an awareness of the industry services program**

B. **To create a favorable image of the industry services program**

C. **To inform industry and the community of the benefits of the program**

D. **To inform industry and the community of the industry services available through the public training institution**

III. QUALITIES OF EFFECTIVE MESSAGES FOR BROCHURES

A. **Messages should be people oriented.**

1. The brochure should contain words and ideas that relate industry services to the needs and wants of the citizens.
2. The brochure should show specific ways in which industry services will benefit the public.
3. The brochure should be written so that the average citizen can understand and relate to it.

B. **Messages should be personalized.**

1. Use names of persons, personal pronouns, and photographs as much as possible.
2. Direct messages to groups, such as "young people" or "adults," to show concern for people.

C. **Message should be clear and concise.**

1. Use words and pictures which have easily recognized meanings.
2. Use sentences and paragraphs which can be easily understood.
3. Avoid technical terms.
4. Use sentence structure which contributes to ease in understanding.
   a. Brevity. Short sentences are more easily understood than long ones.
   b. Directions. Direct sentences are more easily understood than indirect ones.
   c. Avoid useless words and phrases.
   d. Edit and re-edit written messages.

IV. ILLUSTRATIONS USED IN BROCHURES

A. **Types of illustrations**

1. Photographs
2. Drawings
3. Charts and graphs

B. **Purposes of illustrations**

1. To capture attention or lighten copy
2. To facilitate interpretations
3. To convey facts and feelings
4. To clarify meanings of complicated statistics
5. To highlight or reinforce a theme or idea

V. ILLUSTRATING WITH PHOTOGRAPHS

A. **Uses of photographs**

1. To provide information and arouse interest
2. To show real situations in an industrial oriented society
3. To approximate direct experiences and symbolize the community needs

B. **How to achieve maximum impact of photography**

1. Incorporate drama and emotion.
2. Show action.
3. Portray good composition (strong play of light and shadow).
4. Use pictures which include people.
5. Emphasize faces and hands at work.
6. Show people working naturally and spontaneously.
7. Select pictures which have definite centers of interest.
8. Avoid too many subjects in one photograph.
9. Eliminate irrelevant details.

VI. CAPTIONS

A. **Functions of captions**

1. To clarify the meaning of an illustration
2. To show relationship to the theme of a brochure
3. To help reader interpret an illustration
4. To help reinforce the meaning of an illustration

B. **How to use captions**

1. Use short statements. Words should have immediate meaning to the reader.
2. Print caption in a type which provides emphasis.

VII. ELEMENTS OF A BROCHURE (layout)

A. **Headlines**

B. **Illustration (s)**

C. **Text (or "body copy")**

D. **Logotype (trademark or symbol identifying the agency and the industry services program)**

E. **Addresses and telephone number (s)**

VIII. PRINCIPLES OF ACHIEVING GOOD LAYOUT

A. **Balance items in the layout.**

1. Formal balance
2. Informal balance

B. **Develop proper motion of items.**

C. **Apply proper emphasis of items.**

D. **Achieve unity.**

E. **Add color.**

IX. FORMAT OF BROCHURES

A. **Booklet type**–several pages bound together by saddle or side wire stitching

B. **Leaflet**–one page

C. **Folders**

1. Three folds–six panels
2. Four folds--eight panels
3. Single folds–four panels
4. Accordion folds
5. Letter folds

X. PRINTING TERMINOLOGY

A. **Size of type**–height of type, measured in points

B. **Face of type**–design character, style, or appearance

1. Roman
2. Gothic
3. Block
4. Italic
5. Text
6. Script

XI. PRINTING PROCESSES

A. **Letter press printing**–raised surface type

1. Used mostly for books and magazines
2. Advantageous when a series of printings are required
3. Gives clear and sharp reproductions with strong contrast
4. More expensive because of cuts required

B. **Intaglio (gravure)**–prints from a depressed surface

1. Generally used for the picture section of newspapers and mail-order catalogues

2. Gives soft effect
3. Economical when many copies are required

C. **Planographic or lithographic**—transfers greasy inks to paper
1. Generally referred to as offset printing
2. Used mainly for direct mail advertising
3. Used for fine catalogues and brochures
4. Produces soft and subtle effects
5. Less expensive than A and B above

D. **Colors of paper**

E. **Paper finishes and textures**

F. **Weight of papers**

G. **Size of brochures**

Sample elements for a brochure are shown in Appendix B. This information may be adapted for local use and incorporated into a brochure.

*Continue this learning activity by taking the **Learner Self-Test** which follows.

LEARNER SELF-TEST

This is a checkpoint knowledge test needed before proceeding to develop a brochure in a practice situation. Check your answers with the **Answers to Self-Test**. If you fail to complete all items correctly, you may wish to refer to parts of the module information.

1. List two qualities of effective messages for a brochure.

   a.

   b.

2. List three purposes of illustrations.

   a.

   b.

   c.

3. Which **two** of the following are **not** good means to achieve maximum impact in the photography of a brochure?

   a. Show action.

   b. Incorporate drama and emotion.

   c. Use as many subjects in the picture as possible.

   d. Use as few pictures of people as possible.

   e. Show people working naturally.

   f. Emphasize faces and show hands at work.

4. A folder with four folds contains eight panels.

   True ( ) False ( )

5. Which two of the following represent the names of the faces of characters of type in printing terminology. Circle the correct answer.

   a. Danish

   b. Gothic

   c. Script

   d. French

   e. Roman

6. Raised surface type refers to letterpress printing.

   True ( ) False ( )

7. Planographic or lithographic printing is generally employed for printing brochures.

   True ( ) False ( )

8. List two elements found in a brochure layout.

   a.

   b.

ANSWERS TO SELF-TEST

1. Any two of the following:
   a. Messages are people oriented.
   b. Messages are personalized.
   c. Messages are clear and concise.

2. Any three of the following:
   a. Capture attention or lighten copy.
   b. Facilitate interpretation.
   c. Convey facts and feelings.
   d. Clarify meanings of complicated statistics.
   e. Highlight or reinforce a theme or idea.

3. c.
   d.

4. True

5. b.
   e.

6. True

7. True

8. Any two of the following:
   a. Headlines
   b. Illustrations
   c. Text (or "body copy")
   d. Logotype

*Proceed to the next learning activity for practice in developing a brochure.

LEARNING ACTIVITY II: PRACTICE PERFORMANCE

You will be required to practice developing a brochure on industry services. Several subactivities must be completed before the brochure is completed. You may wish to refer back to parts of the module information. You may wish to read one or more articles on advertising and business communication from outside resources. You may also review other brochures developed by your employer to determine the layout of the brochure. The sample brochure shown in Appendix B may be used as a guide in developing a brochure promoting some aspect of industry services. You will be evaluating your performance in developing a brochure, using the **Performance Checklist**, Appendix A.

I. Determine the objective of the brochure.

II. Plan the elements that are to appear in the brochure, such as the headlines, copy, special attention-getting devices, border, and photographs. You may refer to the sample brochure information in Appendix B.

III. Prepare a preliminary layout of the proposed brochure. Arrange the elements within the layout until the most pleasing emphasis is found. Modify the size and shape of the elements as necessary to give maximum effectiveness. Refer to other sample brochures developed by your instructor or supervisor for assistance in layout work.

IV. Prepare the finished copy, including headlines, illustrations, detailed information and data, and photographs.

V. Proofread finished brochure.

VI. Use the **Performance Checklist** from Appendix A to check your competency in developing a brochure in the practice situation. Follow the instructions provided in the checklist.

*Completion of the previous learning activity should have prepared you for developing a brochure in a real work situation. Proceed to the **Check-Out Activity**.

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CHECK-OUT ACTIVITY: PERFORMANCE IN REAL WORK SITUATION

The activity below should be conducted in an actual on-the-job situation. It may be completed without completing the two learning activities, if you think you have the proficiency to do so.

You must develop a brochure which describes the industry services program. You may wish to consult with the state coordinator of industry services to obtain factual information which should be included in the brochure . You may also discuss the brochure with other persons in your work situation who have developed brochures.

Your performance will be judged by your instructor or supervisor using a checklist. All items on the **Performance Checklist** (Appendix A) must be rated "yes."

*After completion of the **Check-Out Activity**, you may select another module for study. Your instructor or supervisor may be contacted if you have any difficulty in selecting a module.

APPENDIX A

PERFORMANCE CHECKLIST

Developing a brochure on industry services.

INSTRUCTIONS: If the performance is satisfactory, write YES in the space provided. If the performance is unsatisfactory, write NO in the space. Each item must be rated "yes" for satisfactory task performance.

1. Brochure was easy to read. ☐
2. Messages were easy to understand. ☐
3. Useless words and phrases were avoided. ☐
4. Illustrations (if used) were neatly and clearly presented. ☐
5. Illustrations (if used) captured attention. ☐

☐

☐

☐

☐

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APPENDIX B

SAMPLE BROCHURE

WHAT ARE INDUSTRY SERVICES?

Industry services are programs designed to provide specialized training for both prospective employees, and employees already on the job. The concept of industry services applies to existing industries, as well as to new industries locating in a community. Industry services programs are planned especially for a particular client company, and prospective employees who participate in each program learn new skills which enable the new or existing industry to achieve maximum productivity at a rapid pace.

Each program is directed toward a single industry, plant, or firm which manufactures or constructs a particular type product. Therefore, a single set of objectives is identified, and the program may be terminated upon the accomplishment of these objectives. However, training will be provided within reasonable limits as long as it is needed.

HOW MAY INTERESTED INDUSTRIES GET INVOLVED?

To save red tape and confusion, one office will coordinate training and recruiting activities when you locate or expand your operations.

The local director of vocational-technical education has designated a coordinator of industrial training to work exclusively and confidentially with your company. This staff member will coordinate efforts with those of other industrial development groups you may be working with. Specialists from the vocational-technical staff will be available to work with the coordinator and to visit with you at your present location to analyze your needs and develop a program of action.

HOW WILL QUALITY LABOR BE ASSURED?

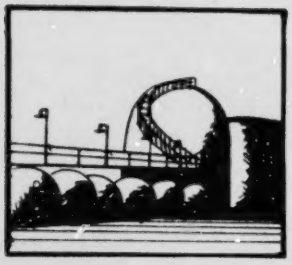
An adequate supply of quality labor for your operation can be assured. Our state is one of the few states to have a statewide computerized telephone/viewing screen hookup, which lists all jobs available and their locations throughout the state. There is one located in every employment service office. This considerably speeds up recruiting prospective trainees and skilled workers outside the immediate area. The employment service's personnel will work closely with you in screening, testing, and recruiting prospective employees. Or, we will plan a training program specifically for upgrading your workers on the job, either on company time or employee time.

WHAT TYPE OF FACILITIES AND INSTRUCTORS ARE AVAILABLE?

A vocational-technical center is close to your plant site. These facilities are quite new and are available at no cost to you. We have a faculty of qualified instructors ready to train new employees. If you would rather furnish your own instructor for pre-employment training, this can be arranged. Training can also be conducted at your plant site using your equipment and instructors, if agreeable with your organization.

We also have a mobile facility which can be moved to your plant site, if you do not have a training facility.

WHAT ARE SOME ADVANTAGES OF INDUSTRIAL TRAINING?



Our objective is to train prospective employees to the performance levels desired by each company. We have no preconceived or artificial standards that have to be met. We will train to meet the company's standards. With each company, we identify the jobs, list the tasks, analyze each task, write performance objectives, prepare instructional materials, and measure trainees' performance. Instructional programs are conducted at a time most convenient to the trainees. No charges are made by the training institution to either the trainee, or to the company.

We will participate in sharing the costs of materials consumed during pre-employment training programs. Instructors will be reimbursed a predetermined hourly amount for all training hours. The amount of participation in the cost sharing of consumable supplies, equipment, tools, and instructors is predetermined and preagreed between the training institution and the company.

HOW ARE TRAINING RESOURCES PROVIDED?

We have access to a staff of technical writers who can prepare tailor-made training manuals and accompanying audiovisual aids. These are used conjunction with the most up-to-date industrial teaching techniques and curricula. All instructor and training aids are approved in advance by the company. During our initial meeting with you we will work out the details.

WHAT IS THE ATTITUDE OF THE PARTICIPANTS IN INDUSTRY SERVICES?

An important part of our training program emphasizes the necessity of being a responsible employee. We teach more than mechanics. We teach the role of industry in relation to the country's economy, the community, and the individual's well being. We stress the importance of regular attendance, responsible workmanship, and teamwork between the employee and the employer. Individual productivity of workers in our community will come as a pleasant surprise to you. People of this community are industrious and eager to work. A recent survey among the community's plant managers showed that more than 90% of them regarded productivity in this community's industry operation as good as or better than plants they had managed in other states. Our people are interested in doing a good job for you, and that goes for us, too. We invite you to let us explain further how new and expanding industry can be served by our vocational-technical training program. Let us get you started in the right direction toward new profits. For complete information, **write or call our Coordinator of Industrial Training.**

LIST OF INDUSTRY SERVICES LEADERSHIP DEVELOPMENT MODULES

I. **Orientation to Industry Services**

- A. Introduction to Industry Services
- B. Industry Services Leadership Development Program: Guide for Using the Self-Paced Instructional Modules

II. **Establishing Contacts and Relationships**

- A. Speaking to Industrial and Community Groups
- B. Writing Articles for News Media
- C. Identifying Functions of Agencies Involved in Industry Services
- D. Developing a Brochure for Industry Services

III. **Obtaining Agreements**

- A. Developing Training Agreements
- B. Developing a Lead-time Schedule
- C. Interpreting Legislation Related to Industry Services

IV. **Identifying Training Needs**

- A. Collecting Framework Production and Training Information
- B. Selecting Types of Training Programs
- C. Preparing a Budget for an Industry Services Project

V. **Acquiring Resources**

- A. Selecting Instructors for Industry Services
- B. Securing a Training Site
- C. Securing Training Equipment, Tools, and Supplies

VI. **Training Instructors for Industry Services**

Training Instructors for Industry Services

VII. **Preparing for Training**

- A. Adapting the Training Site to Training Needs
- B. Evaluating Safety Conditions at Training Sites
- C. Announcing the Opening of a Training Program

VIII. **Preparing Training Materials**

- A. Conducting a Task Analysis
- B. Developing Performance Objectives
- C. Determining Types of Instructional Methods and Media
- D. Developing Performance Tests
- E. Developing Training Manuals
- F. Preparing Videotapes for an Industry Services Program
- G. Setting Up Learning Centers for Industry Services Programs

IX. **Selecting Candidates**

Developing a Plan for Testing and Counseling Applicants for a Training Program

X. **Monitoring Training Programs**

- A. Assisting in Providing Pre-Employment and In-Plant Training
- B. Developing a Procedure for Keeping Participating Agencies Informed About Training Program Activities
- C. Monitoring Training Programs for Progress and Expenditures

XI. **Closing Training Programs**

Closing a Training Program

XII. **Placing Program Participants**

Developing a Plan for Placing Graduates of a Pre-Employment Training Program

XIII. **Evaluating Industry Services Programs**

Evaluating Industry Services Programs

Direct Inquiries To: Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State University, Drawer DX, Mississippi State, MS 39762
(601) 325-2510